

GRADE
FOUR

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



Photo courtesy of the Mackinac Bridge Authority and the Michigan Department of Transportation.

Michigan

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

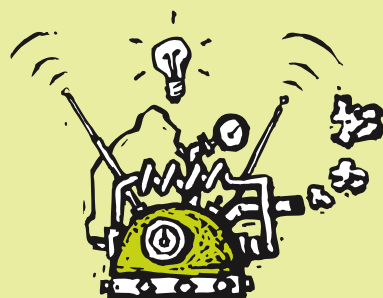
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Four—Michigan

The focus of the social studies curriculum for Grade Four is “Michigan.” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Grade Four each student will be able to:

1. place major events in the history of the State of Michigan in chronological order. I.1.LE.2
2. after reading a story about life in the past in Michigan, sequence not more than 5 events from the story. I.2.LE.1
3. use narratives and graphic data to compare Michigan's past with present day life. I.2.LE.1



GEOGRAPHY

By the end of Grade Four each student will be able to:

4. describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region and explain the positive and negative consequences of their use. II.2.LE.2
5. explain how various peoples and cultures have adapted to and modified Michigan's natural environment. II.2.LE.4
6. describe major kinds of economic activity in Michigan and explain the factors influencing their location. II.3.LE.1
7. describe some of the major movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements. II.3.LE.4
8. compare the Upper Peninsula, Northern Lower Peninsula, and Southern Lower Peninsula. II.4.LE.4



CIVICS AND GOVERNMENT

By the end of Grade Four each student will be able to:

9. distinguish between local and state government. III.1.LE.1
10. identify the three branches of Michigan government and the powers of each. III.4.LE.3
11. distinguish among making, enforcing and interpreting laws and identify the office responsible for each. III.4.LE.1
12. explain how law is used to manage conflict in American society. III.4.LE.2



ECONOMICS

By the end of Grade Four each student will be able to:

13. explain the impact of scarcity and opportunity costs on business decisions. IV.1.LE.1, IV.1.LE.2
14. distinguish among natural resources, human capital, and capital equipment in the production of a good or service. IV.2.LE.1
15. explain how prices are determined in a market economy. IV.4.LE.1
16. describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters. IV.5.LE.3



INQUIRY AND DECISION MAKING

By the end of Grade Four each student will be able to:

17. interpret social studies information about the State of Michigan from maps, graphs, tables, and charts. V.1.LE.3
18. pose issues of state concern as public policy questions. VI.1.LE.1
19. evaluate possible resolutions of a state public policy issue. VI.1.LE.3
20. compose a short essay expressing a decision on a public policy issue. VI.3.LE.1



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